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ABSTRACT

A statewide evaluation of the Wisconsin Instant Information System for Students and Counselors (WISC) was conducted by surveying a stratified random sample of the user populations including students, counselors, and teachers. Each of the three user groups in the 103 high schools involved in the survey was given a questionnaire which focused on the usage of WISC, quality of the materials, its effects and more immediate impacts as perceived by the user, and overall reactions of the users. Data from the three questionnaires were tabulated by computer. School size was found to be an important factor in several areas such as awareness and use of WISC. The results were reported in relation to some of the major concerns about WISC, including the following areas: response to the evaluation, student awareness and use, counselor and teacher use, student access, quality of WISC materials, hardware, effects on students, effects on counselors and teachers, parent involvement in Career Planning, overall reaction, and WISC in non-public schools. Finally, ten recommendations based on these results were suggested. (Survey instruments, related correspondence, and a list of the evaluation sites are included in the appendixes.) (BM)

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State-wide evaluation of the Wisconsin instant information system for students and counselors

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July 1976

Roger H. Lambert, project director

a study funded by the Wisconsin Department of Public Instruction

CE 015 138

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Local WISC coordinators - whether LVEC's, counselors, or IMC directors - singularly and capably walked the evaluation through their schools by selecting representative samples, administering evaluation instruments, and mailing completed instruments from all user population groups to us. We realize that these tasks required unusual effort and dedication - the proverbial extra mile in many cases - but, these individuals were most cooperative in efforts to assist us in obtaining valid information from their schools. We express our special thanks for a job well done and their pleasant sharing of information when follow-ups were initiated. Their general interest and enthusiasm clearly outlined the need for good occupational information resources.

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TABLE OF CONTENTS

OVERVIEW OF WISC 1
Objectives 1
General Description 2
Staffing and Responsibilities 3
Need for Evaluation 4

METHODOLOGY 7
Sampling Strategy 7
Description of the Student Sample 11
Data Collection Procedures 13
Data Analysis 13

RESULTS 15
Response to the Evaluation 15
The WISC Mailing List 18
Student Awareness and Use of WISC 18
Counselor and Teacher Use of WISC 24
Student Access to WISC 26
Quality of the WISC Materials 27
Hardware 31
Effects of WISC on Students 33
Effects on Counselors and Teachers 38
Parent Involvement in Career Planning 41
Overall Reaction 42
WISC in Non-Public Schools 45

RECOMMENDATIONS 47

APPENDIX A: INSTRUMENTS AND COVER LETTERS

APPENDIX B: CORRESPONDENCE SENT TO LOCAL WISC COORDINATORS

APPENDIX C: EVALUATION SITES

LIST OF TABLES

1. A Description of the Evaluation Samples 9
2. Responses of Coordinators to the Postcard Survey 16
3. Numbers and Percentages of Questionnaires Returned by Public Schools 16
4. Student Awareness and Use of WISC 18
5. Coordinators' Estimates of the Percent of Students Using WISC at Their Schools 19
6. How Students first Learned About WISC 21
7. Frequency of Student Use of WISC 22
8. Percentages of Counselors Using WISC with Students in Various Ways 24
9. Percentages of Teachers Using WISC with Students in Various Ways 25
10. Perceptions of the Currency and Accuracy of WISC 28
11. Perceptions of the Quality of the WISC Format 28
12. Helpfulness of the Color Coding 29
13. Percentages of Student Users Who Discussed WISC Information with Parents, Counselors, Teachers, and Friends 37
14. Counselor Responses to Question 14: "Has WISC resulted in more effieicnt use of your time?" 39
15. Counselor Responses to Question 15: "Are you able to counsel more effectively as a result of WISC?" 39
16. Student Comparisons of WISC to other Occupational Information (Overall Rating of WISC) 43

OVERVIEW OF WISC

Development of the Wisconsin Instant Information System for Students and Counselors (WISC) was initiated by the Department of Public Instruction in 1969. Originally, it was designed with a labor market orientation in response to the high unemployment rate in 34 counties in the Upper Great Lakes Regional Commission Area. It was hoped that more extensive and more up-to-date occupational information would ease the higher than normal unemployment rate and retard migration. However, as WISC was still in the developmental stages, educators became increasingly aware of the serious problems confronting students involved in career decisions, particularly problems such as limited information bases and inadequate decision making skills. High school students could not be expected to make intelligent vocational choices with more than 40,000 different occupations available and limited information about the relatively few of which they were aware. Consequently, the emphasis began to shift to the provision of an occupational information system with an educational orientation for the entire state, and a regional center was established by the Department of Public Instruction for the collection, synthesis and dissemination of career information.

Objectives

Five objectives which guided the development of WISC were initially outlined and, according to present WISC staff, remain applicable to the current project. They are as follows:

1. To provide secondary and post-secondary counselors, vocational education teachers, supervisors and local vocational education coordinators with occupational information for counseling in

order to facilitate the exploration of careers.

2. To provide students with a ready access occupational information system in an easy-to-use format using printed and visual matter.
3. To develop and operate a model system designed to collect, synthesize and disseminate up-to-date educational training and occupational information on a statewide basis.
4. To provide occupational information which will encourage students to discuss their career plans with a counselor.
5. To provide one basic occupational information system which can be adapted to meet the needs of students from rural and urban school populations.

General Description

WISC is an individualized program consisting of a deck of microfilm cards with occupational and educational information, an index and a microfilm reader. The microfilm cards are organized into twelve clusters; seven of these contain occupational information in specific areas such as Agriculture and Conservation, Business and Office, Health, and Marketing and Distribution, etc. The remaining five clusters provide information on the following school training programs:

1. Vocational, Technical and Adult Schools
2. Hospital Schools
3. Private Business Schools
4. Other Private Schools
5. University of Wisconsin Center System Campuses

The index contains a brief description of each occupation and its color-coding and numerical arrangement correspond to that in the deck. These features are designed to facilitate ease of use and also to enhance determination of the need for further exploration.

Microfilm/fiche readers or reader-printers are available from a variety of manufacturers. Students who access particular occupations or explore several of interest can obtain a copy of the information for

further exploration and reflection. In 1971, Executive I reader-printers manufactured by the 3M Company were distributed to 100 schools. The printing capacity of the reader-printers, most frequently the 3M Executive I, was at the time of selection viewed as a special asset since students could obtain easy-to-read, accurate, and reasonably concise descriptions of occupations of interest. In addition, these machines were relatively easy to operate and would not necessitate extensive training for student use.

Staffing and Responsibilities

Since the initial development of WISC, a state WISC coordinator has focused on further developing the program, updating occupational descriptions, and distributing the system to all schools. Currently the WISC staff is comprised of a full-time state coordinator and a technical assistant. Since 1975, staff priorities have been the updating of existing occupational scripts, writing of scripts for additional occupations, and making the system compatible with the Wisconsin Occupational Information System (WOIS), a comprehensive occupational information system being developed at the Wisconsin Vocational Center. Projected priorities for the fiscal year beginning in July, 1977, include the current priorities listed above and improvement of the information format for easier access, development of a student exploration handbook, and development of information for students with hearing disabilities.

Each school with WISC has designated a staff member (usually a counselor, local vocational education coordinator, or librarian) to function as a local WISC coordinator. Coordinators have been expected to inform students, counselors and teachers of the availability of the resource, to maintain equipment and to make sure updates are put into the deck of microfilm cards.

Budget

Primary funding for the development of WISC came from the Vocational Education Ammendments of 1968. All of WISC's funds for current operations come from federal government sources with one-half of WISC's support continuing to come from the Vocational Education Amendments of 1968. The present annual expenditure for WISC is estimated at $25-30,000 with approximately two thirds being allocated for staff salaries. The remaining third is spent on general production and operational expenses including supplies, mailing and travel. WISC is provided free of charge to all interested schools and it does not produce any income at this time. A total budget of $27,117 has been approved for the fiscal year beginning October 1, 1976, and ending June 30, 1977.

The evaluators were interested in part in evaluating WISC in light of the substantial monies that have been invested in its development to date. This unfortunately was not possible because they were not provided with adequate budgetary information. Consequently, questions regarding prudent use of funds and human resources cannot be fully addressed in this report, but subsequent evaluations should include an assessment of the use of financial resources.

Need for Evaluation

After approximately five years in many of the state's school systems, educators at the state level had many unanswered questions regarding nature and extent of use of WISC, users' reactions, perceived quality of its contents, and in general, whether the program has met its original goals and objectives. However, no formal systematic data collection has ever been undertaken to help answer these questions. The Department of Public Instruction had considered an internal evaluation initially but later elected to

engage the Wisconsin Vocational Studies Center for a more extensive study than could have been conducted by staff responsible for the initial and continuing development of WISC.

In 1975, Wisconsin received a $318,682 grant from the U.S. Department of Labor to develop a comprehensive occupational information system for the entire state. The Wisconsin Occupational Information System (WOIS) proposal calls for the integration of WISC as an important delivery component. In its preliminary efforts to integrate WISC with WOIS, the Wisconsin Vocational Studies Center, which has responsibility for the development of WOIS, found itself in need of certain evaluation information. This confirmed the necessity of a detailed evaluation of WISC which had been earlier recognized by the Department of Public Instruction.

METHODOLOGY

Instrumentation

A statewide survey was selected as the most appropriate method of obtaining data for the evaluation of WISC. Recognizing three primary WISC user populations - students, counselors, and teachers - a separate questionnaire was constructed for each group. The questions were developed following discussions of program objectives and major evaluation concerns with the Department of Public Instruction's Career and Manpower Development staff responsible for WISC. The questions focused on usage of WISC, quality of the materials, its effects and more immediate impacts as perceived by users, and overall reactions of users.

The questionnaires were printed on the University of Wisconsin's Form Q105 - General Purpose Questionnaire. Form Q105 was selected because responses can be scanned by a computer to facilitate data analyses. Copies of the instruments appear in Appendix A.

To supplement the three principal questionnaires, a four-question postcard survey was also constructed. This was designed for WISC coordinators at all 279 high school sites which have the system but were not selected to participate in the detailed evaluation.

Sampling Strategy

Given the wide diversity of the more than 370 high schools in the state which have WISC materials, it was recommended that a large number of user sites be selected for participation in the evaluation. Both the WISC staff and the evaluators believed that use of and reaction to WISC could be quite different in small rural schools and large schools in the

state's more populous cities. Consequently, public high schools were placed into one of three strata according to student enrollment as follows: small (1-500), medium (501-1,200), and large (1,201 or more). All non-public high schools with WISC comprised a fourth category. A stratified, random sample of 103 schools was selected from the lists of user sites. Forty schools were selected from the small enrollment stratum, thirty-two from the medium enrollment stratum, and twenty-six from the large enrollment stratum. Five schools were selected from the non-public high school user sites. Because random selection with replacement was used, eleven public schools were drawn twice and were asked to provide a double sample of students and teachers, decreasing the number of different schools actually involved to 92. (See Appendix C for a list of the schools selected to participate). Table 1 shows the number of schools selected for the evaluation and the groups they represented.

The evaluation design called for almost 1,100 students from the 92 schools. Of these, approximately 333 were allocated to each of the public school strata. The remaining 100 students were allocated to the five non-public high schools. Each small school was asked to have either 8 or 9 students complete the student questionnaire; each medium school was asked to provide either 10 or 11 respondents; and large schools were asked to provide either 12 or 13 student respondents. As mentioned earlier, eleven schools were required to provide a double sample or twice one of the above appropriate numbers.

Student respondents at each school were selected by the local WISC coordinator according to the evaluators' specifications. Instructions included in the coordinator's cover letter (Appendix B) accompanying the package of instruments directed him or her to employ a systematic random sampling procedure using a cummulative list of all students in the school.

Table 1

A Description of the Evaluation Samples

Group	Public Schools				Non-Public Schools
	Small (1-500)	Medium (501 -1,200)	Large (1,201 +)	Total	
WISC High School User Population					
Number of Schools	170	114	69	353	18
Approximate Enrollment	51,000	84,000	118,000	253,000	10,000
Evaluation Sample					
Number of Schools	37[a]	30[b]	20[c]	87	5
Number of Students	333	336	325	994	100
Number of Counselors	37	74	102	213	9
Number of Teachers	150	150	150	450	30

[a] Three small schools provided double samples of students and teachers.

[b] Two medium schools provided double samples of students and teachers.

[c] Six large schools provided double samples of students and teachers.

The mth student on the list and each nth student thereafter was to be drawn as a respondent until the total number of students required was attained. "m" and "n" varied for each school and were specified by the evaluators. For example, if the school had 250 students and had to supply 10 respondents, every 25th student would be selected after the randomly chosen start among the first 25 students. In a few instances, WISC coordinators reported that they deviated from the specified sampling procedures. However, none of these deviations was serious enough to doubt the randomness of the sample selected and thereby discard the data.

The WISC coordinators were instructed to employ a sampling procedure similar to that used for students when selecting respondents for the teacher questionnaire. The design called for 150 teachers from each of the three public school strata and 30 teachers from the non-public schools. Each small school provided 3 to 5 teachers, each medium school provided 4 or 5, and large schools surveyed 5 to 7 teachers. Again, in eleven schools a double sample was obtained. Coordinators were asked to be sure to include any LVEC on the school faculty in the sample, and completed surveys revealed that 10 respondents were LVEC's. Sixty-two respondents (24%) were vocational education teachers.

Since the total number of counselors at the evaluation sites was relatively small (222) all counselors at all the schools were asked to complete questionnaires. The counselor sample included approximately 90% of the WISC coordinators, since at most high schools a counselor or guidance director assumes the responsibility for WISC.

Description of the Student Sample

Response to the first four questions on the Student Survey provided a description of the student sample selected through this procedure. As

was desired, all students completing the questionnaire were from grades 9 through 12. They were fairly evenly distributed among the grades as follows:

% of students	Grade
21	9th
23	10th
31	11th
25	12th
100	Total
634	Number of cases

There was somewhat of an imbalance in the sex of the student respondents with 45% being male and 55% female. Most students (93%) in the sample identified themselves as White or Caucasian. Approximately 4% identified themselves as American Indians or Native Americans. Blacks, Asian Americans, and Spanish Surname ethnic groups each comprised less that 1% of the respondents.

Post high school career plans of the student respondents were as follows.

% of students	Plans
26	Attend a four-year college or university
1	Attend a community college
24	Attend a vocational-technical school
6	Begin an apprenticeship or on-the-job training program
15	Begin a full-time job
5	Enter military service
2	Become a homemaker
16	No plans at this time
5	Other
100	Total
634	Number of cases

Data Collection Procedures

The first communication to coordinators regarding the WISC evaluations was mailed on March 31, 1976. This letter (Appendix B) from Richard R. Koth, Director of the Pupil Services Section of the Department of Public Instruction, and Lee Bracken, the state WISC coordinator, informed the coordinators of their school's selection for participation in the evaluation and the importance of their assistance and cooperation. It also stated that within three weeks, the coordinators would receive a package of evaluation instruments which they would be asked to administer and return.

A package of evaluation materials was mailed to the coordinator at each school in late April, 1976. The package included the coded evaluation instruments, cover letters, administration instructions, a postpaid return envelope, and a letter specifying the procedures for selecting student and teacher respondents. Coordinators were asked to return all completed questionnaires during the month of May.

A follow-up letter (Appendix B) reminding some of the coordinators that their evaluation instruments had not been returned and stressing the importance of their schools' participation was mailed at the end of the third week in May. During the first week in June, schools which had not returned the completed instruments were contacted by telephone by the evaluators.

The supplemental postcard survey and accompanying cover letter were mailed in late April to all WISC coordinators in the 279 high schools not among those selected for the more extensive evaluation. No follow-up of nonrespondents was conducted for the postcard survey.

Data Analysis

Data from the three questionnaires were tabulated by computer. Both

frequencies and percentages were calculated. The postcard survey was hand tabulated to yield similar kinds of figures. In some instances, cross tabulations of items were performed to gain a more complete picture of WISC.

RESULTS

The three questionnaires for students, counselors, and teachers, the postcard survey, and correspondence from and telephone contacts with coordinators yielded a wealth of information for the evaluation of WISC. Analysis of the data by school size as well as user group compounded the amount of potentially interesting and valuable results available to the evaluators. Given the nature and complexity of the results, they are not simply reported item by item, instrument by instrument, but in relation to some of the major concerns about WISC ranging from use to impact. Since in a number of instances the various user groups were asked the same or similar questions, some data are used to support or question other results.

School size was found to be an important factor in several areas such as awareness and use of WISC. Where meaningful differences among schools have been found, these have been noted in the report with results presented by school size as well as for the total user sample. Some questions, such as those on availability to students, yielded the same pattern of response across all school size categories. For questions for which school size was not an important variable, responses have been reported for the total sample of students, counselors, or teachers rather than by school size.

Response to the Evaluation

The evaluators were generally very pleased with the cooperation they received from the schools and WISC coordinators. Response of the WISC coordinators to the supplemental postcard survey was excellent (80%

return) and particularly gratifying since this rate was achieved without conducting a follow-up. Response rates for the postcard survey are reported in Table 2.

Table 2

Response of Coordinators to the Postcard Survey

	School Size				
	Small	Medium	Large	Non-Public	All Schools
Number Mailed	133	84	49	13	279
Number Returned	104	70	37	12	223
Percent Returned	78%	83%	76%	92%	80%

Approximately three-fourths of the public high school sites chosen for the detailed evaluation actually completed and returned the evaluation instruments. Response rates for the instruments are presented in Table 3. Response rates for the instruments are somewhat lower than the 73% participation by schools in part because two large, one medium, and one small size school asked to supply double samples failed to participate. Some schools returned their completed materials a few instruments short of the number of students, counselors, and/or teachers they were asked to provide.

Table 3

Numbers and Percentages of Questionnaires Returned by Public Schools

	School Size							
	Small		Medium		Large		All Schools	
	N	%	N	%	N	%	N	%
Students	207	62	221	66	206	64	634	64
Counselors	26	70	42	57	64	63	132	61
Teachers	96	64	84	56	80	53	255	57
Schools Participating	26	70	23	77	15	75	64	74

Only the smallest of the five non-public schools returned its completed questionnaires. Two of the schools indicated via correspondence to the evaluators that they had not participated because while they had a reader and the WISC deck, these were not being used at all. The small number of respondents from non-public schools precluded any data analysis and detailed evaluation of WISC at these user sites. Results of the postcard survey of non-public high school WISC coordinators appear in a special section at the end of this chapter.

Twenty-three public schools did not administer the questionnaires. Ten of these schools returned uncompleted instruments with letters stating that they regretably would not be participating because the WISC materials in their schools are not used. An eleventh school provided the same response during the telephone follow-up. Of the eleven schools in the sample which reported not using WISC at all, five had readers which were constantly malfunctioning and inoperable most of the time. The reader and WISC deck at another school were in an office inaccessible to students. One of the eleven schools has never had a reader. Several non-participating schools stated they did not have the time to fit the evaluation into their school schedules.

The cooperation of the coordinators, the good response rates for the questionnaires and, in particular, the postcard survey response and the large volume of correspondence evaluators received all indicate that high schools around the state are interested in WISC and its future as an occupational resource. Some schools were eager to relate favorable experiences with WISC, while others with less favorable experiences recognized its potential and wanted to share information for overall improvement of the program.

The WISC Mailing List

Mail and telephone follow-up activities revealed a mailing list of WISC coordinators with many inaccurate entries. The evaluators became aware of at least 10 schools, out of the 87 public schools in the sample, where the person listed as the WISC coordinator was no longer working at the school. Most of these local coordinators had left more than a year before the evaluation, with some being gone three or more years. Consequently, at some of these user sites, updates and other WISC communications including those on the evaluation were not being received. In some cases mail addressed to previous coordinators was forwarded for a period of time and finally discarded without opening by schools after several years, leaving some WISC programs incomplete, outdated and unused. This information underscores the urgent need for and importance of a method of regularly updating the mailing lists.

Student Awareness and Use of WISC

One of the major objectives of the evaluation was to determine the extent of use of WISC in the state's high schools by students, counselors and teachers. Table 4 notes the extent of student awareness and use of WISC as revealed by responses on the student survey.

Table 4

Student Awareness and Use of WISC

	School Size			
Group	Small	Medium	Large	All Students
Users	42%	33%	36%	37%
Nonusers - Aware of WISC	17	18	14	16
Nonusers - Unaware of WISC	41	49	50	47
Total	100%	100%	100%	100%
Number of Cases	207	221	206	634

These figures indicate that at least 1/3 of the student respondents used WISC at one time or another, with a larger proportion of students in small schools using WISC than in medium and large enrollment schools. It is unlikely that the percentage of student users in the population is as high as in this sample since in 11 of the 24 non-participating schools WISC is not used by any students due primarily to equipment problems.

WISC coordinators at schools which were not involved in the in-depth evaluation were asked to provide an estimate of student use at their particular schools. Their responses are presented in Table 5. Their estimates tended to be slightly higher than the level of usage borne out by the student sample. The pattern of usage is similar among all three school size categories. Most of the 15 schools indicating no student use of WISC gave poor viewing equipment as the reason. Many of the 26 schools where WISC receives very limited use (0-10%) also noted continuous problems with the viewers.

Table 5

Coordinators' Estimates of the Percent of Students Using WISC at Their Schools

Estimated % of Students Using WISC	School Size			
	Small	Medium	Large	All Schools
75 - 100%	10%	11%	11%	11%
51 - 74%	18	21	19	20
26 - 50%	32	26	32	30
11 - 25%	18	23	22	20
0 - 10%	11	13	16	12
Not Used	11	6	0	7
Total	100%	100%	100%	100%
Number of Cases	104	70	37	211

As Table 4 illustrates, approximately 3/4 of the 63% nonusers in the student sample were unaware of the existence of WISC. Students who were unaware of WISC at the time of the survey gave the following reasons:

%	Reasons for Being Unaware of WISC
3	New Student
62	No one informed me of its presence
4	Not interested in career planning or occupational information
9	Heard WISC mentioned but did not know what it meant
19	Cannot say why I haven't heard of it
3	Other
100	Total
296	Number of Cases

The same pattern of response was obtained in small, medium and large schools, with a large majority of those unaware simply stating that no one had ever informed them of the presence of the career planning resource in their school.

Table 4 also shows that 16% of the students were aware of WISC but had never used it. These students were asked what their reasons for not using WISC were with the following results:

%	Reasons for Not Using WISC
3	It was not available at the time I wanted to use it.
1	It was not conveniently located at my school.
11	I am not interested in occupational or career planning information.
19	I have not had the time to use it.
15	No one showed me how to use it.
36	I cannot say why I haven't used it.
12	Other
3	No response.
100	Total
104	Number of Cases

Relatively few students (11%) did not use it because of a lack of interest in occupational information and career planning. A very small percentage had problems accessing the machine. Half of this group indicated that no one had shown them how to use the system or could not give a reason for not using WISC, which suggests a considerable number of students in the schools who might use WISC with more encouragement from school staff.

Students who were aware of WISC prior to the survey (both users and nonusers) were asked how they first found out about WISC. As can be seen in Table 6, more than ½ of the students in small and medium schools found out about WISC from a counselor. In the large schools, students most frequently learned about WISC through a teacher, although counselors were also a strong source of this information. Relatively few students in all sized schools just learned of the occupational information resource through friends or school media such as bulletin boards, newspapers, or daily announcements.

Table 6

How Students first Learned About WISC

	School Size			
First Source	Small	Medium	Large	All Schools
A Friend	7%	5%	9%	7%
A Teacher	19	26	48	30
School Media	9	11	2	7
A Counselor	58	51	36	49
No Response	7	7	5	7
Total	100%	100%	100%	100%
Number of Cases	123	113	102	338

Student users were asked how many times they had used WISC. Their responses are presented in Table 7. Two-thirds of the students have used WISC twice or more. Students in small and medium-sized schools tended to use WISC more frequently than students in large schools. This is a finding which might be explained by the fact that smaller schools tend to have more limited career information resources in the schools as well as within the communities where they are located. Consequently, WISC can assume a more prominent place among the career information available to the students in smaller schools.

Table 7

Frequency of Student Use of WISC

	School Size			
Number of Times Used	Small	Medium	Large	All Schools
Once	25%	25%	50%	33%
Twice	19	32	24	25
Three or Four	32	26	15	25
Five or More	22	17	8	16
No Response	2	0	3	1
Total	100%	100%	100%	100%
Number of Cases	88	72	74	234

Counselors were asked to indicate which if any particular kinds of students most often and least often used WISC. Responses to the questions of groups which most and least often use WISC and the frequencies with which they were given are as follows:

Groups Using WISC Most Often

Students in classes having career units (8)
Students assigned to do papers on careers of their choice (1)
High achievers (6)
Upper 25% of student population (1)
Above average interested in training other than college (1)
Average and slightly above average (2)
Lower 75% of student population (1)
Average and below average achievers (4)
9th grade (4)
10th grade (7)
11th grade (4)
12th grade (3)
Students planning vocational careers (5)
Workbound (5)
Noncollege bound (3)
Noncollege bound males (1)
College bound (2)
Health careers oriented (1)

Groups Using WISC Least Often

College bound (24)
Low achievers (8)
High achievers (4)
10th and 11th graders (5)
Low ability (4)
Freshmen (3)
Those not having higher education plans (2)
Seniors (3)
Top 25% (1)
Bottom 25% (1)

It is apparent from this latter list that college bound students very often are the least likely to use WISC. Cross tabulations confirmed this observation by revealing that only 30% of college bound students had used

WISC while over 42% of those going to a vocational or technical school had used it. This is not surprising since WISC does not contain occupations requiring a four-year college degree.

Another interesting finding of the evaluation not reflected in the above is that 40% of the female students have used WISC (61% of them more than once) while only 31% of the male students have used it. While caution needs to be exercised in interpreting this finding, it may indicate an increased career orientation for young women. Whereas they may have been looking at the more traditional female occupations (e.g., nursing) in WISC, they might also be examining other career options previously associated more with men.

Counselor and Teacher Use of WISC

As reported in Table 8, a majority of the counselors in small, medium, and large schools indicated that they have used WISC with students. The most popular type of use was to obtain information on specific occupations with over 3/4 of the counselors in each school category reporting having used WISC in this way. The number of counselors using WISC with students to obtain information on post-secondary schools is quite a bit smaller, particularly in medium and large schools.

Table 8

Percentages of Counselors Using WISC with Students in Various Ways

	School Size			
Type of Use	Small	Medium	Large	All Schools
Survey Occupational Clusters	77%	67%	55%	63%
Obtain Information on Specific Occupations	85%	79%	75%	78%
Obtain Information on Post-secondary schools	58%	50%	50%	51%
Number of Counselors	26	42	64	132

Table 9 reports the percentage of teachers using WISC with students to 1) survey occupational clusters, 2) obtain information on specific occupations, 3) obtain information on post-secondary schools, and 4) as a classroom resource. A larger percentage of teachers in small and medium schools reported using WISC in each of the four ways than did teachers in large schools. As with counselors, more teachers used WISC with students to obtain information on specific occupations than for any any other purpose. This is true across all three categories. As might be expected, vocational education teachers are most likely to use WISC. The group next most likely to use WISC are English teachers. This may be because many assign papers on careers in their classes and refer students to WISC as a resource for their research.

Table 9

Percentages of Teachers Using WISC with Students in Various Ways

	School Size			
Type of Use	Small	Medium	Large	All Schools
Survey Occupational Clusters	29%	29%	19%	25%
Obtain Information on Specific Occupations	45%	48%	34%	42%
Obtain Information on Post-secondary Schools	30%	37%	18%	28%
As a Classroom Resource	42%	38%	33%	38%

An increase in counselor and teacher usage of WISC with students might be expected if these groups were more familiar with the system and its potential in the classroom and as a career planning resource. Relatively few counselors and teachers reported participating in some in-service for WISC. Seventy-eight percent of the counselors and 80% of all teachers said

they had not participated in any in-service for WISC. Of teachers who have used WISC in some way with students, 71% said they had not been involved in any in-service. While many of these individuals may not be interested in in-service for WISC, it would seem from these figures that there is some need for providing interested individuals with some instruction if their use of the resource with students is to increase.

Student Access to WISC

Student users found WISC to be both conveniently located in their schools and available at the times they wanted to use it. A total of 93% felt WISC was conveniently located, while 92% said that it was available at the time they wanted to use it. The only settings where access to WISC might pose a problem for more than just a few students are the large schools. Nine percent of the student users in large schools said WISC was not conveniently located and 12% said it was not available at the time they wanted to use it. The latter problem may in part result from greater numbers of students having to share one reader and set of cards during the school day. Counselors in the large schools tend to agree with students on the problem of WISC's accessibility. Nineteen counselors from ten large high schools replied that WISC was not conveniently located for student use. Eight counselors from five of the ten schools also said WISC was generally not available to students at times they wanted to use it.

Almost all students in small and medium schools said they had no problems in accessing WISC, and counselors confirmed this. A number of schools in all categories with a good level of usage reported increased student use upon placement of WISC in a more visable area such as an Instructional Materials Center (IMC - library) or a career center rather than a counselor's office.

Problems in accessibility may account for less use of WISC in large schools as well as a lower degree of student awareness of the resource. On the whole however, it is unlikely that the rather limited use of the system can be attributed to poor locations or schedules for use. As was noted earlier, only 3% of the students who were aware of WISC but had not used it said their main reason was because it was not available at the time they wanted to use it. Only one student said his main reason for not using WISC was its inconvenient location.

Quality of the WISC Materials

User opinions of the WISC materials were generally very high. Ninety-two percent of the student users said the content of the scripts was easy to read and understand. Regarding accuracy and currency of the information, only 5% said they did not find the information to be current and accurate. The question for students on accuracy and currency does not, of course, obtain an absolute or authoritative measure of WISC's quality. But it does reveal users' perceptions of currency and accuracy, and these perceptions could be an important determining factor in whether or not the materials are used by many students. More than one third (37%) of the student users did state that they were unsure of the accuracy and currency of the WISC material, but a majority of 57% did judge the materials to be current and accurate.

Counselors' and teachers' ratings of the currency and accuracy of WISC are reported in Table 10. More than one third of each group described WISC's currency and accuracy to be better than that of other occupational information with which they were familiar. Very few described it as poorer. Similarly, more than one third of both counselors and teachers judged WISC's format as better than that of other occupational information with

which they were familiar. As can be seen in Table 11, the perceptions of quality of the WISC format are almost identical to those of the material's currency and accuracy.

Table 10

Perceptions of the Currency and Accuracy of WISC

	Rating (compared with other occupational information)						
Group	Better	About the same	Poorer	Unsure	No Response	Total	N
Counselors	35%	51	4	a	10	100%	132
Teachers (Users)	39%	41	2	18	0	100%	121

[a] Counselors were not given this response option as it was assumed that, unlike some teachers, all counselors would be familiar with some other sources of occupational information with which they could make a comparison.

Table 11

Perceptions of the Quality of the WISC Format

	Rating (compared with other occupational information)						
Group	Better	About the same	Poorer	Unsure	No Response	Total	N
Counselors	35%	51	4	a	10	100%	132
Teachers (Users)	38%	41	4	17	0	100%	121

[a] Counselors were not given this response option as it was assumed that, unlike some teachers, all counselors would be familiar with some other sources of occupational information with which they could make a comparison.

Regarding color coding, 85% of the student users found them helpful in locating occupational information. Counselors and teachers concur with students on this point as approximately 90% of both groups described the color coding as helpful. The results presented in Table 12 show that half of the users found color coding very helpful, indicating that this characteristic of WISC should be maintained.

Table 12

Helpfulness of the Color Coding

	Degree of Helpfulness					
Group	Very Helpful	Somewhat Helpful	Little or No Help	No Response	Total	N
Counselors	51%	36	2	11	100%	132
Teachers	55%	37	4	4	100%	121

Further evidence of the attractiveness of the format and helpfulness of color coded cards was provided indirectly in the responses of students to one question on the subject of ease of use. Ninety-one percent of the student users said they did not have difficulty in locating the specific information they desired.

All of the above information focusing on user perceptions of the quality of WISC indicates that the program has met its objective to provide students with an occupational information system in an easy-to-use format using visual and printed matter.

A total of 64% of all counselors found updates of the information in WISC to be useful. Only 7% said the updates were not useful. While 41% of the teachers noted that they had not used updates, 56% said they were useful and only one teacher said they were not. Counselors were also asked about the frequency of updates with the following result:

Q. 21: Have updates of information been frequent enough?

%	Response
64	Yes
17	No
19	No Response
100	Total
132	Number of cases

While the majority of counselors felt the frequency of updates was adequate, it is interesting to note that 17% said it was not, and four counselors made written comments on the need for more frequent updates. Some of the negative reactions to the question of updating may have come from schools which had not reveived previous updates due to inaccuracies in the mailing list. Apparently almost one out of five users was not familiar enough with WISC to make this judgment.

A number of educators have previously criticized WISC for its lack of professions requiring a four-year college degree. They generally believe that this lack discourages use among many students, workbound and undecided students as well as the college bound. None of the student users wrote comments on this, but this is understandable since college bound students are less likely to use the system in the first place. Counselors and teachers were questioned on the lack of jobs requiring a four-year college degree with the following result:

Q. 13 (counselors) and Q. 9 (teachers):
Have students criticized WISC for its lack of information on professions requiring a four-year college degree?

% of Counselors	% of Teachers (Users)	Response
5	3	Yes, frequently
16	27	Yes, occasionally
19	23	Yes, but very seldom
54	43	No
6	4	No response
100	100	Total
132	121	Number of Cases

A few coordinators also wrote comments on the concern such as "We would like a wider selection of careers - i.e., careers for which college is required" and "It would be helpful to have material on four-year college careers."

The WISC staff at the Department of Public Instruction have been aware

of this deficiency through many earlier field contacts and have taken steps to rectify this.

Hardware

An easy-to-operate and dependable reader or reader-printer is a necessity for every WISC site if the materials are to be used and function as a valuable occupational information source. The evaluation revealed that poor viewing equipment is the greatest obstacle to a significant level of student use in many schools. WISC coordinators were asked in the postcard survey to comment on any aspect of WISC, and the most frequent comments were on poor performance of the readers and reader-printers. Coordinators at 47 (21%) of the 223 schools responding stated that student use of WISC was seriously hampered by frequent equipment failures. Many commented that WISC has gone unused for a year or more (at some schools as long as three years) because of equipment breakdowns and great difficulty in getting the equipment serviced. Representative examples of the coordinators' comments on equipment include the following:

> WISC would be a very good vocational study aid if it were dependable.
>
> Equipment doesn't always function properly which hampers its use by students.
>
> The concept of WISC is good, the material from Madison is excellent. The Executive I microfilm Reader Printer spoils it all. Paper jams in it so it is not used much!
>
> I seem to constantly have difficulty with my 3M Executive I in getting prints out of it. That is part of the reason for low participation.
>
> Performance of equipment HAS RUINED THE PROGRAM.
>
> We have not used the WISC program for 3 years as the equipment is of a nature that repairs are impossible to obtain.
>
> The original reader-printer was worthless and the system did not become functional until we replaced it.
>
> Equipment failure is the only major problem hindering much greater use.
>
> Our equipment does not function favorably. If it worked better we probably would have greater usage.

> We have a reader-printer that breaks down constantly - turns everyone off as a result!
>
> The 3M Executive Reader Printer is constantly requiring repair if we allow students to use it. This equipment was very expensive and a big disappointment.
>
> Mechanical problems with reader/printer have limited effective use.
>
> Poor performance of equipment has hampered use most of this year.
>
> Faculty equipment, limited use - still waiting for repair.
>
> Software great - hardware "rotten." This is why there is a poor rating in our school.
>
> The printer part of the reader-printer does a very poor job. Jams all the time, so it is almost useless.

As was noted in the earlier discussion of schools' responses to the evaluation, at least six schools in the 87-school sample did not participate because WISC was unavailable for student use due to equipment failures. Examples of the correspondence regarding this problem are given below:

> The difficulty, I should point out, is not with the program but rather with the hardware. For the first two years, we struggled to use the system with groups and individuals. Each time we generated student interest the machine malfunctioned almost immediately and we were forced to abandon our program with considerable embarrassment.
>
> In order for the (WISC) program to be a success, you must have a reliable reader located in an area which is readily accessible to the students. We have not had this situation the past year due to the condition of the reader-printer and building renovation.
>
> Our Reader-Printer, which we are tying a big rock on and pushing off the bridge, has been incapacitated for about the last 15 months. We have recently budgeted for a new Reader which we should receive next fall. Therefore, it would be grossly unfair to your evaluation since none of our students have had access to the WISC cards for the last year and a half.
>
> Our present reader-printer is not operating properly, and students have used it very infrequently with the help of the guidance counselor.

Many counselors from sample schools also commented on the detrimental effect of the poor equipment on student use. Several examples of their comments follow:

> The WISC machine was a "DUD." It was broken down more than it was usable. I feel the idea behind WISC is right, but the machine (ours at least) was money wasted.

> We have found the machine VIEWER to be a nuisance - the printout mechanism is easily broken - we've filed it in the back room!
>
> The damn machine never really worked. They sold you a "turkey."
>
> Students are more apt to use our circular files than to spend time at the machine which is difficult to read and often is inoperable.

Some counselors reported that the hardware in their schools operated but users found it difficult to read the material on the screen.

Student users were asked if they had difficulty operating the reader. Fifteen percent responded that they did have difficulty. They were also asked if they had difficulty in getting print-outs from the reader-printer. While 44% said the reader they used did not make copies, of the 50% who did use the printing machanism, one out of five (11% of the total number of student users) had difficulty.

All of the information from students, counselors, and coordinators testifies to the need for good, improved viewing equipment if WISC is to become a valued career information resource in many school settings. While limited financial and personal resources in the past may have not allowed the state WISC staff to intervene in this area, it clearly can no longer justifiably be ignored or pushed aside with intentions of attending to it at a later date given the magnitude of the problem. Working out hardware problems will require some initiative, personal communication, and active involvement with schools on the part of the state WISC coordinator.

Effects of WISC on Students

A measure of the ultimate impact of WISC upon student users would be an extremely difficult thing to obtain. The evaluators, recognizing the elaborate methodology, time, and wealth of resources which would be required, chose to obtain users' perceptions of the more immediate impact WISC has had upon them.

Students were asked a series of several questions on how WISC had affected them. These questions examined such variables as awareness of the world of work, awareness of personally relevant occupations, use of other occupational information, and coursework and career planning. One question gave students the opportunity to write their comments on the most important way WISC had affected them. Student users' perceptions of WISC's benefits are presented below. The response patterns of students in each of the three school categories were very similar, so results presented are for the entire group of student users.

Q. 21: Did WISC increase your awareness of the world of work?

% of Student Users	Response
27	Yes, greatly
54	Yes, moderately
17	Probably didn't make any difference
1	No, definitely not
1	No response
100	Total
234	Number of cases

Q. 22: Did WISC increase your awareness of personally relevant occupations?

% of Student Users	Response
21	Yes, greatly
54	Yes, moderately
24	Probably didn't make any difference
0	No, definitely not
1	No response
100	Total
234	Number of cases

Responses to Question 21 reveal that four out of five student users felt that WISC increased their awareness of the world of work by some noticeable degree. Although it is difficult to specify what a moderate increase in awareness of the world of work or personally relevant occupations is, and "moderately" may have meant many different things to different people, it seems safe to conclude that at least 75% of WISC users did perceive themselves as more aware of careers as a result of their experience with the system.

Q. 23: How helpful was WISC in your career planning?

% of Student Users	Degree of Helpfulness
22	Very helpful
57	Somewhat helpful
18	Of little help
3	Definitely not helpful
1	No Response
100	Total
234	Number of Cases

Q. 24: Was WISC helpful in planning your coursework?

% of Student Users	Degree of Helpfulness
18	Very helpful
48	Somewhat helpful
29	Of little help
4	Definitely not helpful
1	No Response
100	Total
234	Number of Cases

Three out of four students found WISC to be at least somewhat helpful in career planning, presumably by informing them about the activities and human attribute requirements of jobs and entrance requirements including

educational training. Two thirds of the student users also believed WISC has been helpful to some degree in planning their high school coursework. Questions 21 through 24 all provide evidence that a sizable majority of student users viewed their experience with WISC as a beneficial one which had some impact on their career development. These four questions also permit the evaluators to conclude that the WISC objective to provide educators and counselors "with occupational information for counseling students in order to facilitate the exploration of careers" has been achieved.

Fifty-five percent of the student users said they had used other sources of information on occupations and educational institutions as a result of their experience with WISC. This would seem to indicate that WISC can stimulate users to further explore other sources of information for career planning, which is a more immediate, but nevertheless desirable, impact.

Student users were also asked an open-ended question: "What would you say is the most important way WISC has affected you?" The general kinds of answers most often given and their respective frequencies are as follows:

Expanded my awareness of a range of occupations. (20)

Helped in my career planning and decision making. (21)

Helped me complete reports or class assignments. (9)

Increased my knowledge of educational programs available. (8)

Expanded my knowledge of my chosen career. (7)

Expanded my knowledge of specific job requirements. (7)

Helped me plan my coursework. (7)

Introduced me to a variety of careers in one field or general area I'm interested in. (3)

The following quotes by student users illuminate the general responses above:

It has helped me decide what type of schooling I want for my career in nursing.

It told me where I could go to a school which would have the job training I wanted.

Helped me write a report on a secretarial career.

It has helped me see what requirements you should have for certain jobs.

I really don't know, but it did help!

NONE.

It didn't really affect me. It's just that there's a lot of information in a little space.

Helps you find out information that would be difficult to find and that would take time otherwise.

Affected myself very little, however, it has served as a source for research.

It made me aware of many more jobs in one field.

It alerted me of job opportunities that I'd never thought of.

Has given me a wider horizon of choices to pick a job out of.

Told me where in Wisconsin I could receive nurse's training.

Made me more aware of how many occupations that there really are for me.

It helped me decide somewhat the classes I will take.

Didn't have to wade through materials.

One of the objectives of WISC is "to provide occupational information which will encourage students to discuss their career plans with a counselor." To determine whether WISC has achieved this objective, student users were asked if they had discussed information obtained from WISC with counselors as well as parents, teachers and friends. These results are presented in Table 13.

Table 13

Percentages of Student Users Who Discussed WISC Information with Parents, Counselors, Teachers, and Friends

Groups Information Was Discussed With	School Size			
	Small	Medium	Large	All Schools
Parents	24%	35%	37%	31%
Counselors	56%	63%	32%	50%
Teachers	39%	39%	45%	41%
Friends	69%	69%	53%	64%

N=234

Half of all student users said they discussed WISC information with a counselor. Nearly twice as many student users in medium and small schools as compared to large schools, reported having discussed WISC information with a counselor. Of course, many of the students who discussed WISC information with their counselors would have probably had similar career discussions even if they had not used WISC. However, it seems reasonable to conclude that information obtained from WISC stimulated some students, who wouldn't have otherwise done so, to discuss their careers with counselors.

Many counselors did notice at least a slight increase in the number of students requesting career counseling as a result of WISC.

Q. 12: Are more students requesting career counseling as a result of WISC?

% of Counselors	Response
4	Yes, considerably more
42	Yes, a few more
49	No
5	No response

These responses support the finding that WISC has to a moderate degree achieved its objective "to provide occupational information which will encourage students to discuss their career plans with a counselor."

As Table 13 shows, students most often discussed WISC information with their friends. They were less likely to discuss the information with teachers and with parents than with counselors.

Effects on Counselors and Teachers

Counselors were asked whether their own and students' use of WISC resulted in more efficient use of their time and more effective counseling. It was thought that, in particular, student use of WISC would allow counselors to spend a smaller portion of their time simply providing occupational and educational information and more time discussing the information's

relevance to students' career plans and decision-making. Their perceptions of how WISC may or may not have affected their role as counselors are presented in Tables 14 and 15.

Table 14

Counselor Responses to Question 14:
"Has WISC resulted in more efficient use of your time?"

	School Size			
Response	Small	Medium	Large	All Schools
Yes, definitely	27%	17%	11%	16%
Yes, somewhat	50	45	28	38
No	19	36	52	39
No Response	4	2	9	7
Total	100%	100%	100%	100%
Number of Cases	26	42	64	132

Table 15

Counselor Responses to Question 15:
"Are you able to counsel more effectively as a result of WISC?"

	School Size			
Response	Small	Medium	Large	All Schools
Yes, definitely	35%	17%	13%	18%
Yes, somewhat	38	45	47	45
No	27	36	34	33
No Response	0	2	6	4
Total	100%	100%	100%	100%
Number of Cases	26	42	64	132

A majority of the counselors reported that use of WISC resulted to some degree in more efficient use of their time and more effective counseling. It is interesting to note that counselors in small schools

tended to report a greater impact upon their efficiency and effectiveness than did counselors in medium and large schools.

Counselors were also given the opportunity to write comments on the most important way WISC had affected them. While many stated that WISC had not affected their work (principally because of poor equipment and no student use), counselors most often noted its value as an additional resource for occupational information. The following are examples of other positive effects counselors reported:

Q. 25: What is the most important way WISC has affected your work with students?

I can start at a little higher step in the career process.

Gives me an additional tool, one that because of delivery might motivate students.

Can work with more students at one time.

Students able to search on their own.

Saved me a lot of time, most information in one place a big help.

It has provided additional time to work with more students.

Helpful as another source of information.

Teachers were asked to provide information regarding the effects of WISC on their use of occupational information with the following results:

Q.10: Has your use of occupational information in instructional activities increased since the introduction of WISC?

% of Teachers (Users)	Response
20	Yes, considerably
28	Yes, moderately
22	Yes, slightly
28	No
3	No Response
100	Total
121	Number of Cases

More than two thirds of the teacher users reported at least a slight increase, indicating that one positive effect of WISC is that is does stimulate greater use of occupational information in the classroom.

One possible and very desirable effect WISC might have would be to stimulate active faculty participation in helping students plan and prepare for their careers. Consequently the teachers' survey asked the question "Have you increased your participation in student career planning since the introduction of WISC?" While 45% of the users said "No," more than half (55%) said their participation had increased. Counselors' responses to a similar question confirmed the self report results of this question as can be seen below.

Q. 10: Has the faculty increased its participation in student career planning since the introduction of WISC in your school?

% of Counselors	Response
5	Yes, considerably
21	Yes, moderately
24	Slightly
45	No
5	No Response
100	Total
132	Number of Cases

Parent Involvement in Career Planning

As was noted in Table 13, only 31% of the student users reported discussing information they obtained from WISC with their parents. While it would seem somewhat unrealistic to believe that one informational resource could have a measurable effect upon parents, it was decided to examine whether there had been any changes in parental involvement in career planning since their children had more occupational information at

their disposal. Both counselors and teachers were asked whether they had noticed any increase in parent involvement in career planning as a result of WISC. As the results presented below indicate, relatively few counselors (only 7%) noticed at least a moderate increase in student career planning by the parents of students in their schools. The majority of teachers apparently did not have enough information to make this judgement. Of those who did, the largest number noticed no increased parental involvement and not a single teacher reported a considerable increase.

Q. 16 (counselors) and Q 11 (teachers): Has parent involvement in career planning increased as a result of WISC?

% of Counselors	% of Teachers (Users)	Response
2	0	Yes, considerably
5	5	Yes, moderately
11	12	Yes, slightly
76	23	No
a	59	Unsure
6	1	No Response
100	100	Total
132	121	Number of Cases

[a] Counselors were not given this response option.

Overall Reaction

The overall reaction of students, counselors and teachers to WISC was seen as an important variable to measure because it will influence whether each group continues to use it and the kind of recommendation which will be given to potential users. Table 16 presents student users' overall reactions. As can be seen, 41% of all student users described WISC as better than other occupational information they had used. A considerably higher percentage of students in the small schools (47%) described WISC as better than did students from large schools where only one-third described it as better. The more favorable reaction to WISC in smaller

schools in part may explain its greater use in these settings. Very few students described WISC as poorer than other occupational information.

Table 16

Student Comparisons of WISC to other Occupational Information
(Overall Rating of WISC)

Student Group	Better	Same	Poorer	Can't Say	Total
Small Schools	47%	20	6	23	100%
Medium Schools	40%	32	1	24	100%
Large Schools	33%	33	4	29	100%
All Students	41%	28	4	25	100%

WISC coordinators at schools which did not participate in the in-depth evaluation were asked to estimate students' overall rating of the resource.

Q.3: How would you rate students' reaction to WISC in comparison with other occupational information?

% of Coordinators	Estimate of Student Reaction
23	Very favorable
52	Favorable
17	Same as other occupational information
1	Unfavorable
less than one percent	Very unfavorable
7	No response
100	Total
208	Number of Cases

A similar pattern of rating was obtained for all three school size categories.

The overall reactions of counselors and teachers who had used WISC were as follows:

% of Counselors	% of Teachers	Overall Rating
22	25	Very favorable
37	46	Favorable
22	13	Same
5	1	Unfavorable
2	2	Very unfavorable
12	13	No response
100	100	Total
132	121	Number of Cases

Teachers reported a somewhat more favorable reaction than counselors with 71% giving it a positive rating while only 59% of counselors rated reactions positively. The high teacher rating may have been obtained because only teachers who value WISC have used it and could therefore respond to the question on overall reaction. The negative opinions of WISC by nonusers would not be reflected in this data. All counselors were acquainted with WISC, responded to the question, and should be expected to have more knowledge of occupational information in general. Consequently, counselors have a broader as well as more informed basis for their assessment and it should be regarded as a more valid one. Both teacher and counselor patterns of reaction were very similar across the various sized schools.

The overall reactions of all user groups are quite positive. Only a very small number have an unfavorable opinion of WISC. Overall reactions viewed with information presented earlier on use of WISC, quality of the information and its effects upon users provide a basis for making the judgement that the WISC objective to provide a system of occupational information which can be adapted to serve both urban and rural school populations has been attained with qualification. The system has been developed and provided to the schools, but the evaluation has shown that extremely

limited attention has been given to any follow-up on the WISC as it is being used (and frequently not being used) in the schools across the state. Needed services to user sites have often been neglected, possibly because of a lack of human resources. In the future the state level WISC staff must not simply provide WISC to the schools, but also diligently work to insure its use on a scale worthy of all the effort invested in the development of the information to date.

WISC in Non-Public Schools

As was noted at the beginning of the results section, the small number of questionnaires returned from only one non-public school evaluation site precluded a detailed evaluation of WISC at these sites. Limited information on WISC in non-public schools was obtained through the postcard survey completed by coordinators at 12 out of 13 sites. Most non-public schools which have WISC are parochial; two coordinators reminded the evaluators that their schools were seminary high schools.

One coordinator reported that the Reader-Printer in his school had been inoperable for the entire past year, so WISC was not used at all. The other coordinators supplied the following estimates of student use of WISC:

Number of Schools	Percentage of Students Who Have Used WISC
2	75 - 100%
2	51 - 74%
4	26 - 50%
0	11 - 25%
3	0 - 10%
11	Total

Two schools which were unable to participate in the in-depth evaluation wrote letters indicating a very limited use by students. One of

these schools reported plans to develop a career education center with WISC as a significant part. The coordinator at the other school wrote, "Our academic atmosphere favors the college prep syndrome and consequently college information gets much more use than the career and vocational materials."

Ratings of student reactions to WISC in comparison with other occupational information were also obtained on the postcard survey.

Number of Students	Coordinators' Estimates of Student Reactions
2	Very favorable
6	Favorable
3	Same as other occupational information
0	Unfavorable
0	Very unfavorable
11	Total

As in public schools, estimates of student reaction to WISC were generally quite favorable. As one coordinator said, "WISC has primarily serviced us as another source of information and to this use I feel it has been worthwhile."

RECOMMENDATIONS

The results of this evaluation suggest a number of areas to which the WISC staff might direct its attention. Areas which seem to warrant priority are noted in the following recommendations.

While it is realized that WISC has been limited by funds and personnel in the past, it is imperative that the following points receive attention during the coming year if WISC is to be improved and serve a larger number of potential users, many of whom are unaware of the resource's existence.

- The WISC mailing list should be updated on an annual basis so that DPI possesses an accurate list of the names and addresses of local WISC coordinators.

- The state WISC coordinator should review the quality of all readers and reader-printers on the market and disseminate findings and recommendations on hardware to all user sites. (Several coordinators requested assistance from the evaluator in this area because earlier attempts to bring the matter to the attention of DPI staff were unfruitful).

- Provide assistance to user sites in resolving continuing hardware problems.

- Encourage high school counselors and teachers to refer students to the resource on a regular basis for individual or independent student use.

- Increase student awareness and use of WISC through its introduction

into career exploration groups, instructional activities in the classroom, and other occasions for direct student-staff contact.

- Develop in-service units or materials which local WISC coordinators, LVEC's, or others can use to instruct counselors and teachers in content of WISC, operation of hardware, ways of using WISC in the classroom, etc.

- Expand WISC to include scripts on occupations requiring a four-year college degree to stimulate usage by all students and expose all college bound as well as noncollege bound to the full range of occupational alternatives.

- Investigate other means of improving the informational package which will make it more attractive to a greater number of students.

- Conduct studies of WISC usage and impact in non-public schools and among minority group students to insure that the system meets the needs of these groups.

- A number of the problems uncovered by user groups could and should have been corrected with an earlier evaluation of the system. Consequently, it is recommended that modest but valid periodic evaluations of WISC be conducted in the future.

APPENDIX A

INSTRUMENTS AND COVER LETTERS

CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION
UNIVERSITY OF WISCONSIN–MADISON, 321 EDUCATION BUILDING (BOX 49), MADISON, WISCONSIN 53706, TEL: 608-263-3696

April, 1976

Dear Student:

The Department of Public Instruction developed the Wisconsin Instant Information System for Students and Counselors (WISC) as a tool for career planning. The system provides current information on occupations and vocational education programs in Wisconsin and is designed for individualized student use.

WISC has been used in high schools in the state for the past five years. Now an evaluation of WISC is being conducted to obtain information for improving the system. Your feelings and experiences will help provide a picture of the use and effectiveness of WISC. It is our hope that this survey will encourage you to think about your interests, abilities, and needs, and facilitate your career planning.

This is a survey, not a test, so there are no right or wrong answers. Your answers should best describe your experiences with the WISC program. Please be assured that your participation in this survey will not affect your grades or any school relationships.

Thank you for your cooperation and best wishes for a good year.

Sincerely yours,

James W. Augustin
Evaluation Specialist

Mercile J. Lee
Project Associate

ML/JA:lr

Enclosure

WISC STUDENT SURVEY

Please answer the following questions as honestly and as accurately as you can. Make only one choice for each item. Be sure to mark your answer in the corresponding column according to the instructions below.

1. Grade you are presently enrolled in: (1) 9th (2) 10th (3) 11th (4) 12th
2. Sex: (1) Male (2) Female
3. Ethnic Identity: (1) American Indian or Native American; (2) Black or Afro-American; (3) Spanish Surname or Latin American; (4) Oriental or Asian American; (5) White or Caucasian; (6) Other
4. Present career plans following high school: (select one) (1) Attend a four-year college or university; (2) Attend a community college; (3) Attend a vocational-technical school; (4) Begin an apprenticeship or on-the-job training program; (5) Begin a full-time job; (6) Enter military service; (7) Become a homemaker; (8) No plans at this time; (9) Other
5. Have you been aware of WISC? (1) Yes (if yes, please go to item 7); (2) No (if no, please go to item 6)

6. What do you think is the main reason you have been unaware of WISC? (check one)
(1) New student; (2) No one informed me of its presence; (3) Not interested in career planning or occupational information; (4) Heard WISC mentioned, but did not know what it meant; (5) Cannot say why I haven't heard of it; (6) Other

Please do not proceed with this survey! Thank you!

7. How did you first find out about WISC? (1) From a friend; (2) From a teacher; (3) Through school media (bulletin board, newspaper, daily announcement, etc.); (4) From counselor
8. Have you used occupational information other than WISC? (1) Yes (2) No
9. Have you ever used WISC? (1) Yes (if yes, please go to item 11); (2) No (if no, please go to item 10)

10. What is your main reason for not using WISC? (check one)
(1) It was not available at the time I wanted to use it; (2) It was not conveniently located at my school; (3) I am not interested in occupational or career planning information; (4) Have not had the time to use it; (5) No one showed me how to use it; (6) Cannot say why I haven't used it; (7) Other

Please do not proceed with this survey! Thank you!

	①②③④⑤⑥⑦⑧⑨⓪
1	①②③④⑤⑥⑦⑧⑨⓪
2	①②③④⑤⑥⑦⑧⑨⓪
3	①②③④⑤⑥⑦⑧⑨⓪
	①②③④⑤⑥⑦⑧⑨⓪
4	①②③④⑤⑥⑦⑧⑨⓪
	①②③④⑤⑥⑦⑧⑨⓪
	①②③④⑤⑥⑦⑧⑨⓪
5	①②③④⑤⑥⑦⑧⑨⓪
	①②③④⑤⑥⑦⑧⑨⓪
6	①②③④⑤⑥⑦⑧⑨⓪
	①②③④⑤⑥⑦⑧⑨⓪
	①②③④⑤⑥⑦⑧⑨⓪
	①②③④⑤⑥⑦⑧⑨⓪
7	①②③④⑤⑥⑦⑧⑨⓪
	①②③④⑤⑥⑦⑧⑨⓪
8	①②③④⑤⑥⑦⑧⑨⓪
9	①②③④⑤⑥⑦⑧⑨⓪
	①②③④⑤⑥⑦⑧⑨⓪
10	①②③④⑤⑥⑦⑧⑨⓪
	①②③④⑤⑥⑦⑧⑨⓪
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UNIVERSITY OF WISCONSIN

FORM Q10S-GENERAL PURPOSE QUESTIONNAIRE

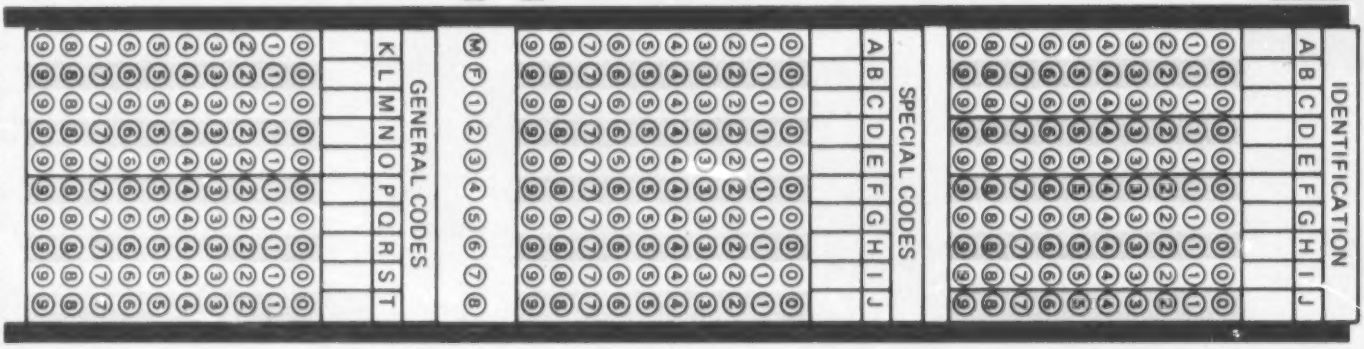
INSTRUCTIONS

USE A NUMBER 2 OR SOFTER LEAD PENCIL. MAKE ALL MARKS IN THE RESPONSE CIRCLES. THEY SHOULD BE DARK AND GLOSSY, AS SHOWN BELOW.

DO NOT MAKE ANY STRAY MARKS. ERASE COMPLETELY IF YOU CHANGE YOUR MIND. MARK ANY REQUESTED IDENTIFICATION ON THE REVERSE SIDE.

INCORRECT MARKS ⊗✓②●

CORRECT MARKS ①●③④



11.	How often have you used WISC? (1) Once (2) Twice (3) Three or four times (4) Five or more times	11
12.	Is it conveniently located? (1) Yes (2) No	12
13.	Was it available when you wanted to use it? (1) Yes (2) No	13
14.	Did you have difficulty operating the Reader? (1) Yes (2) No	14
15.	Did you have difficulty getting print-outs from the Reader-Printer? (1) Yes (2) No (3) Reader did not make copies	15
16.	Did you have difficulty in locating the specific information desired? (1) Yes (2) No	16
17.	Did you find the color codes helpful in locating occupational information? (1) Yes (2) No	17
18.	Was the content of WISC easy to read and understand? (1) Yes (2) No	18
19.	Was the information current and accurate? (1) Yes (2) No (3) Unsure	19
20.	Was the information adequate for your needs? (1) Yes (2) No	20
21.	Did WISC increase your awareness of the world of work? (1) Yes, greatly; (2) Yes, moderately; (3) Probably didn't make any difference; (4) No, definitely not	21
22.	Did WISC increase your awareness of personally relevant occupations? (1) Yes, greatly; (2) Yes, moderately; (3) Probably didn't make any difference; (4) No, definitely not	22
23.	How helpful was WISC in your career planning? (1) Very helpful; (2) Somewhat helpful; (3) Of little hlep; (4) Definitely not helpful	23
24.	Was WISC helpful in planning your course work? (1) Very helpful; (2) Somewhat helpful; (3) Of little help; (4) Definitely not helpful	24
25.	Did you discuss the information obtained from WISC with your parents? (1) Yes (2) No	25
26.	Did you discuss the information obtained from WISC with a counselor? (1) Yes (2) No	26
27.	Did you discuss the information obtained from WISC with a teacher? (1) Yes (2) No	27
28.	Did you discuss the information obtained from WISC with a friend? (1) Yes (2) No	28

NCS Trans-Optic F1946-54321

GENERAL CODES K L M N O P Q R S T

(M) (F) 1 2 3 4 5 6 7 8

SPECIAL CODES A B C D E F G H I J

IDENTIFICATION A B C D E F G H I J

29. Have you used other sources of information on occupations or educational institutions as a result of your experience with WISC? (1) Yes (2) No

30. How would you compare WISC with any other occupational information materials you have used? (1) WISC is <u>better</u> compared with other occupational information; (2) WISC is <u>the same</u> compared with other occupational information; (3) WISC is <u>poorer</u> compared with other occupational information; (4) I cannot make a comparison

31. What would you say is the most important way WISC has affected you? (Please write in the space below.)

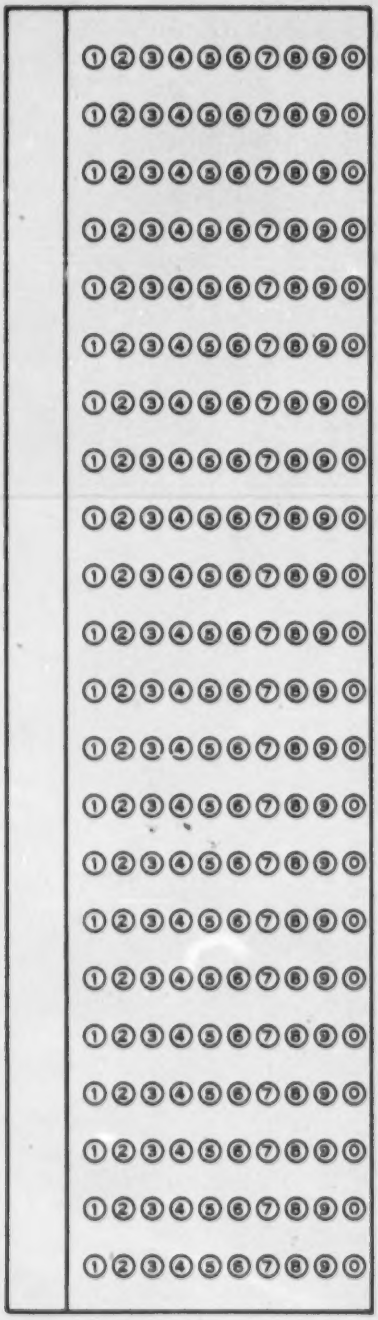
32. Please write any additional reactions which you might have on WISC (e.g., performance of equipment, additional assistance needed, etc.).

Thank you!

29 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⓪

30 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⓪

NCS Trans-Optic F1946-54321



UNIVERSITY OF WISCONSIN

FORM Q10S-GENERAL PURPOSE QUESTIONNAIRE

INSTRUCTIONS

USE A NUMBER 2 OR SOFTER LEAD PENCIL. MAKE ALL MARKS IN THE RESPONSE CIRCLES. THEY SHOULD BE DARK AND GLOSSY, AS SHOWN BELOW.

DO NOT MAKE ANY STRAY MARKS. ERASE COMPLETELY IF YOU CHANGE YOUR MIND. MARK ANY REQUESTED IDENTIFICATION ON THE REVERSE SIDE.

INCORRECT MARKS ⊗ ✓ ② ●

CORRECT MARKS ① ● ③ ④

CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION
UNIVERSITY OF WISCONSIN–MADISON, 321 EDUCATION BUILDING (BOX 49), MADISON, WISCONSIN 53706, TEL: 608-263-3696

April, 1976

Dear Counselor:

The Department of Public Instruction developed the Wisconsin Instant Information System for Students and Counselors (WISC) as a tool for career planning. The system provides current information on occupations and vocational education programs in Wisconsin and is designed for individualized student use.

WISC has been used in high schools in the state for the past five years. Now an evaluation is being conducted to obtain information for improving the system. Your thoughtful response to this survey will help provide an overall picture of the use and effectiveness of WISC. We hope that the questions will stimulate you to think of other ways to use the program in your counseling. If you are unfamiliar with WISC, we suggest that you examine it at your earliest convenience. You will find that WISC is a valuable resource for student career planning.

This is a survey, so there are no right or wrong, or expected answers. Your answers should best describe your experiences with WISC. Please be assured that information regarding the extent of your use of WISC will not affect any internal assessment of your effectiveness as a counselor.

Thank you for your cooperation and best wishes for continued success in your work.

Sincerely yours,

James W. Augustin
Evaluation Specialist

Mercile J. Lee
Project Associate

ML/JA:lr

WISC COUNSELOR SURVEY

Please answer the following questions as honestly and as accurately as you can. Make only one choice for each item. Be sure to mark your answer in the corresponding column according to the instructions below.

1. Do you know how to use WISC? (1) Yes, well enough to teach others; (2) Yes, but only for personal use; (3) No
2. Have you participated in an inservice for WISC? (1) Yes (2) No
3. Have you used WISC with students to survey occupational clusters? (1) Yes (2) No
4. Did you use WISC to obtain information on specific occupations? (1) Yes (2) No
5. Did you use WISC to obtain information on post-secondary schools? (1) Yes (2) No
6. Please estimate the percentage of students in your school who have used WISC. (1) 76-100 (2) 51-75 (3) 26-50 (4) 11-25 (5) 0-10
7. Is WISC conveniently located for student use? (1) Yes (2) No
8. Is WISC available to students at the times they want to use it? (1) Yes (2) No
9. How would you rate students' reactions to WISC in comparison with other occupational information? (1) Very favorable; (2) Favorable; (3) Same as other occupational information; (4) Unfavorable; (5) Very unfavorable
10. Has the faculty increased its participation in student career planning since the introduction of WISC in your school? (1) Yes considerably; (2) Yes, moderately; (3) Slightly; (4) No
11. Has WISC increased student use of other occupational information? (1) Yes (2) No (3) Unsure
12. Are more students requesting career counseling as a result of WISC? (1) Yes, considerably more; (2) Yes, a few more; (3) No
13. Have students criticized WISC for its lack of information on professions requiring a 4-year college degree? (1) Yes, frequently; (2) Yes, occasionally; (3) Yes, but very seldom; (4) No
14. Has WISC resulted in more efficient use of your time? (1) Yes, definitely; (2) Yes, somewhat; (3) No
15. Are you able to counsel more effectively as a result of WISC? (1) Yes, definitely; (2) Yes, somewhat; (3) No
16. Has parent involvement in career planning increased as a result of WISC? (1) Yes, considerably; (2) Yes, moderately; (3) Yes, slightly; (4) No

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6	①②③④⑤⑥⑦⑧⑨⓪
	①②③④⑤⑥⑦⑧⑨⓪
7	①②③④⑤⑥⑦⑧⑨⓪
8	①②③④⑤⑥⑦⑧⑨⓪
9	①②③④⑤⑥⑦⑧⑨⓪
	①②③④⑤⑥⑦⑧⑨⓪
10	①②③④⑤⑥⑦⑧⑨⓪
	①②③④⑤⑥⑦⑧⑨⓪
11	①②③④⑤⑥⑦⑧⑨⓪
12	①②③④⑤⑥⑦⑧⑨⓪
13	①②③④⑤⑥⑦⑧⑨⓪
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14	①②③④⑤⑥⑦⑧⑨⓪
15	①②③④⑤⑥⑦⑧⑨⓪
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UNIVERSITY OF WISCONSIN

FORM Q10S-GENERAL PURPOSE QUESTIONNAIRE

INSTRUCTIONS

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INCORRECT MARKS ⊗✓◐○ CORRECT MARKS ①●③④

FORM Q10S UW-MADISON 9-73

GENERAL CODES K L M N O P Q R S T

SPECIAL CODES A B C D E F G H I J

IDENTIFICATION A B C D E F G H I J

17.	How would you rate the format of WISC in comparison to other occupational information? (1) Better; (2) About the same; (3) Poorer	17
18.	How would you rate the currency and accuracy of the information in WISC compared to other occupational information? (1) Better; (2) About the same; (3) Poorer	18
19.	How helpful is organizing the information by color coding? (1) Very helpful; (2) Somewhat helpful; (3) Little or no help	19
20.	Have updates of information been useful? (1) Yes (2) No	20
21.	Have updates of information been frequent enough? (1) Yes (2) No	21
22.	What is your overall reaction to WISC in comparison with other occupational information? (1) Very favorable; (2) Favorable; (3) Same as other occupational information; (4) Unfavorable; (5) Very unfavorable	22
23.	What groups of students have used WISC most often (e.g., ethnic or achievement groups)? (Please write in the space below.)	
24.	What groups of students have used WISC least often (e.g., ethnic or achievement groups)?	
25.	What is the most important way WISC has affected your work with students?	
26.	Please feel free to comment on any aspect of WISC not covered in this survey (e.g., performance of equipment, additional assistance needed, parents' reactions, etc).	

NCS Trans-Optic F1946 54321

Thank you!

CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION
UNIVERSITY OF WISCONSIN-MADISON, 321 EDUCATION BUILDING (BOX 49), MADISON, WISCONSIN 53706, TEL: 608-263-3696

April, 1976

Dear Teacher:

The Department of Public Instruction developed the Wisconsin Instant Information System for Students and Counselors (WISC) as a tool for career planning. The system provides current information on occupations and vocational education programs in Wisconsin and is designed for individualized student use.

WISC has been used in high schools in the state for the past five years. Now an evaluation is being conducted to obtain information for improving the system. Your thoughtful response to this survey will help provide an overall picture of the use and effectiveness of WISC. If you have already used WISC, we hope that the questions will stimulate you to think of other ways to use the program in instructional activities. If you are unfamiliar with it, perhaps this survey will acquaint you with a valuable resource for assisting students in career planning.

There are no right or wrong, or expected answers. Your answers should best describe your experiences with the WISC program. Please be assured that information regarding the extent of your use of WISC will not affect any internal assessment of your effectiveness as a teacher.

Thank you for your cooperation and best wishes for continued success in your work.

Sincerely yours,

James W. Augustin
Evaluation Specialist

Mercile J. Lee
Project Associate

ML/JA:lr

WISC TEACHER/LVEC SURVEY

Please answer the following questions as honestly and as accurate as you can. Make only <u>one</u> choice for each item. Be sure to mark your answer in the corresponding column according to the instructions below.

1.	Are you acquainted with the purposes of WISC? (1) Yes (2) No	1
2.	Have you participated in a locally conducted inservice for WISC? (1) Yes (2) No	2
3.	How helpful was the inservice program in understanding WISC? (1) Very helpful; (2) Moderately; (3) Slightly; (4) Not at all	3
4.	Have you used WISC as an occupational resource in your classroom? (1) Yes (2) No	4
5.	Have you used WISC with students to survey occupational clusters? (1) Yes (2) No	5
6.	Did you use WISC to obtain information on specific occupations? (1) Yes (2) No	6
7.	Did you use WISC to obtain information on post-secondary schools? (1) Yes (2) No	7
8.	Have you increased your participation in student career planning since the introduction of WISC? (1) Yes (2) No	8
9.	Have students criticized WISC for the lack of information on professions requiring a 4-year college degree? (1) Yes, frequently; (2) Yes, occasionally; (3) Yes, but very seldom; (4) No	9
10.	Has your use of occupational information in instructional activities increased since the introduction of WISC? (1) Yes, considerably; (2) Yes, moderately; (3) Yes, slightly; (4) No	10
11.	Has parent involvement in career planning increased as a result of WISC? (1) Yes, considerably; (2) Yes, moderately; (3) Yes, slightly; (4) No; (5) Unsure	11
12.	How would you rate the format of WISC in comparison to other occupational information? (1) Better (2) About the same (3) Poorer (4) Unsure	12
13.	How would you rate the currency and accuracy of the information in WISC compared to other occupational information? (1) Better (2) About the same (3) Poorer (4) Unsure	13
14.	How helpful is organizing the information by color coding? (1) Very helpful; (2) Somewhat helpful; (3) Little or no help	14
15.	Have updates of information been useful? (1) Yes (2) No (3) Have not used them	15

UNIVERSITY OF WISCONSIN

FORM Q10S-GENERAL PURPOSE QUESTIONNAIRE

INSTRUCTIONS

USE A NUMBER 2 OR SOFTER LEAD PENCIL. MAKE ALL MARKS IN THE RESPONSE CIRCLES. THEY SHOULD BE DARK AND GLOSSY, AS SHOWN BELOW.

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INCORRECT MARKS ⊗ ✓ ② ●

CORRECT MARKS ① ● ③ ④

GENERAL CODES K L M N O P Q R S T

(M) (F) ① ② ③ ④ ⑤ ⑥ ⑦ ⑧

SPECIAL CODES A B C D E F G H I J

IDENTIFICATION A B C D E F G H I J

16. What is your overall reaction to WISC? (1) Very favorable; (2) Favorable; (3) Same as other occupational information; (4) Unfavorable; (5) Very unfavorable

17. What is the most important way WISC has affected your work with students? (Please write in the space below.)

18. Please feel free to comment on any aspect of WISC not covered in this survey (e.g., performance of equipment, additional assistance, parents' reactions, etc.).

19. Please indicate the subject area(s) in which you teach.

Thank you!

16 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⓪

NCS Trans-Optic F1946-54321

CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION
UNIVERSITY OF WISCONSIN–MADISON, 321 EDUCATION BUILDING (BOX 49), MADISON, WISCONSIN 53706, TEL: 608-263-3696

April, 1976

Dear Coordinator:

The Center has been engaged to conduct an evaluation of the Wisconsin Instant Information System for Students and Counselors. A random sample of public and private schools has been selected for an in depth study. We would like to interpret results from sample schools within a broader context by asking several questions of all schools.

Please take a few minutes of your time to respond to the questions on the enclosed card and return to us as soon as possible. We would appreciate your responding as accurately and as honestly as you can. We feel that our findings from sample schools will be considerably more informative with your participation.

Thank you for your cooperation and please feel free to contact us if additional information is needed.

Sincerely,

James W. Augustin
Evaluation Specialist

Mercile J. Lee
Project Associate

JA/ML:lr

Enclosure

1. Is WISC used in your school? (1)___Yes (2)___No

2. Please estimate the percentage of students in your school who have used WISC.

   (1)___75-100 (2)___51-74 (3)___26-50

   (4)___11-25 (5)___0-10

3. How would you rate students' reaction to WISC in comparison with other occupational information?

   (1)___Very favorable (2)___Favorable

   (3)___Same as other occupational information

   (4)___Unfavorable (5)___Very unfavorable

4. Please comment on any aspect of WISC not covered in the questions above (e.g. performance of equipment, additional assistance, availability to students, etc.).

APPENDIX B

CORRESPONDENCE SENT TO LOCAL WISC COORDINATORS

State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR INSTRUCTIONAL SERVICES
Robert C. Van Raalte, Assistant Superintendent

March 31, 1976

Your school is one of a random sample of schools selected to participate in an evaluation of WISC being conducted by the Center for Studies in Vocational and Technical Education at the University of Wisconsin-Madison. The WISC director requested the evaluation so as to provide information which will greatly ass'st us in the continual effort to improve WISC's quality and to better meet user needs.

We are asking you, as our WISC contact person, to coordinate the evaluation or to select an appropriate person to administer the evaluation instrument with your assistance. We realize that you are busy and quite often overworked, so we sincerely appreciate your going that extra mile for us. We feel that the benefits of this evaluation will be helpful to all those involved with WISC.

The survey instruments and a letter detailing the procedure for their administration will be mailed to you within three weeks of the receipt of this letter. The allotted time period in which to conduct the evaluation will be sufficient for you to make necessary arrangements in your schedule.

There can be little doubt regarding the importance of, and indeed the demand for, evaluation and accountability in all educational endeavors. Your kind cooperation will assist us in determining the manner in which students and staff use WISC and other career information resources. Results of this evaluation will be distributed to all schools participating in WISC.

We sincerely thank you for your help.

Very truly yours,

Richard R. Roth
Director
Pupil Services Section

Lee Bracken
WISC Coordinator

LB:hg

126 Langdon Street, Madison, Wisconsin 53702

CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION
UNIVERSITY OF WISCONSIN-MADISON, 321 EDUCATION BUILDING (BOX 49), MADISON, WISCONSIN 53706, TEL: 608-263-3696

April, 1976

Dear

The Center has been engaged to conduct an evaluation for the improvement of the Wisconsin Instant Information System for Students and Counselors. As Ms. Bracken indicated in an earlier correspondence, we need your assistance in selecting representative samples of students, teachers, and counselors for this survey. We realize that many demands are made on your time and regret having to make yet another request. But, please assist in the careful selection of student, teacher, and counselor samples and administration of the enclosed instruments. As you know, desired objectivity and accuracy can be obtained only with precise attention to details of sample selection and instrument administration.

Please use a cumulative list of all students in your school and select the ____ and every ____ student thereafter until you've obtained a total of ____. Although the instrument can be administered individually to respondent groups, we suggest grouping students to save your time and also insure similar test conditions if possible. For group administration, please read the instructions carefully and urge respondents to follow them precisely. It would be helpful to point out that the instrument will require approximately ten minutes of respondent time, less in many instances.

Since the number of counselors is relatively small in all schools, we would like to include all of them. However, the procedure for selection of the teacher sample will be the same as that for students. Using a list of faculty, select the ____ and every ____ teacher thereafter until you've obtained a total of ____. If there is a teacher who also functions as a LVEC, please be sure to include that person in the sample.

You will note that the instruments including a cover letter are categorized according to respondent groups. A postage paid envelope is enclosed for the return of instruments - it is imperative that each instrument be free of folds or other mutilation. We would appreciate your administering all of these instruments as soon as possible and returning them to us not later than May, 1976.

We deeply appreciate your cooperation in this effort to evaluate the WISC program. Attempts to improve this valuable resource are virtually meaningless without the significant reactions of all user groups. Many thanks to you and do not hesitate to contact us if additional information is needed.

Sincerely,

James W. Augustin
Evaluation Specialist

Mercile J. Lee
Project Associate

JA/ML:lr

Enclosures

cc: Principal

Directions for Administering WISC Instruments

1. Select sample of respondents (students, teachers, and counselors) as outlined in letter.

2. Read instructions on Op Scan sheets to all respondents carefully and answer any questions necessary.

3. Have all respondents mark (or darken appropriate spaces) with a No. 2 pencil to indicate the stamped number on each Op Scan test sheet. The number on both sheets of the student survey must be exactly the same.

4. Upon respondent's completion of the instrument, carefully enclose all copies between cardboard sheets used in initial mailing, enclose in postage paid envelope provided, and return to the Center.

Thank you for your cooperation!

CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION
UNIVERSITY OF WISCONSIN--MADISON, 321 EDUCATION BUILDING (BOX 49), MADISON, WISCONSIN 53706, TEL 608-263-3696

May 20, 1976

Dear

Our records indicate that you have not returned the WISC evaluation instruments sent to you. We realize as the school year draws to a close that many activities demand your attention. However, we would like to stress the importance of your school's participation in this state-wide study and request that you return the completed instruments no later than May 31.

Thank you again for your valuable assistance in this worthwhile project. We look forward to hearing from you soon.

Sincerely yours,

James W. Augustin
Evaluation Specialist

Mercile J. Lee
Project Associate

MJL/JWA:clo

APPENDIX C

EVALUATION SITES

EVALUATION SITES

Small Schools

Abbotsford
Argyle
Bangor
Blair
Boyceville
Brodhead
Bruce
Butternut
Clinton
Drummond
Fennimore
Freedom (Kaukana)
Gibralter (Fish Creek)
Glenwood City
J.E. Murphy (Hurley)
La Farge
Lodi
Lomira
Marion
Marshall
New Auburn
New Lisbon
Northwestern (Maple)
Osseo-Fairchild
Peshtigo (2)
Phelps
Phillips
Pittsville(2)
Reedsville
Rib Lake
River Valley (Spring Green)
Riverdale (Muscoda)
St. Croix (Hammond)
Siren
Three Lakes
Weyerhauser
Wrightstown

Medium Schools

Barron
Brown Deer
Campbellsport
Colby
DeForest
Delevan-Darien
Durand
Eisenhower (New Berlin
Hortonville
Ladysmith
Lincoln (2) (Milwaukee)
Little Chute
James Madison
Mauston
Middleton
Mukwonago (2)
New London
New Richmond
Oregon
Parkview (Orfordville)
Plymouth
Pulaski
Ripon
Riverside (Milwaukee)
Shorewood
Southern Door (Brussels)
Tomahawk
Washington (Two Rivers)
Winneconne
Wittenberg-Birnamwood

Large Schools

Appleton East (2)
Bayview (2) (Milwaukee)
Cedarburg (2)
Chippewa Falls
Custer (Milwaukee)
Goodrich (2) (Fond du Lac)
Greenfield
Nathan Hale (West Allis)
Hamilton (Milwaukee)
LaFollette (Madison)
Lincoln (2) (Wisconsin Rapids)
James Madison Memorial (2) (Madison)
Nicolet (Glendale)
North Division (Milwaukee)
North Senior (Sheboygan)
Oak Creek
Pulaski (Milaukee)
Sun Prarie
Wausau West
West (Green Bay)

Note: The (2) designates schools which were asked to provide a double sample of students and teachers.

Non-Public Schools

Catholic Central (Marinette)
J.F.K. Prep. (St. Nazianz)
Pacelli (Stevens Point)
Roncalli (Manitowoc)
St. Catherine's (Racine)

WISCONSIN VOCATIONAL STUDIES CENTER
UNIVERSITY OF WISCONSIN-MADISON

The Wisconsin Vocational Studies Center at the University of Wisconsin-Madison was established as a part of the Wisconsin [illegible] and Adult Education within the School of Education. The function of the center is to serve the state in a unique way by bringing to bear the resources of the university to bear on identified problems in the vocational and manpower [illegible] technical education, adult education and manpower training--in communities and communities of the state. The center [illegible] the delivery of services including [illegible] groups served, institutional organization and curriculum methodology and materials, [illegible] needs, manpower policy, and other [illegible] To the extent that these goals are achieved and the [illegible] of problems widened to encompass regional and national concerns, the center engages in studies beyond the boundaries of the state.

Merle E. Strong, director
Roger H. Lambert, associate director

for further information contact:

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321 EDUCATION BUILDING
1000 BASCOM MALL
MADISON, WISCONSIN 53706

608-263-3696